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ABSIRACT

THIS REPORT EVALUATES PROJECT MISSION WHICH CFFERED GRADUATE AND UNDERGRADUATE STUDENTS FROM THREE OF MARYLAND'S STATE COLLEGES SPECIAL TRAINING FOR TEACHING IN BALTIMORE'S INNER-CITY SCHOOLS. PARTIALLY SUPPORTED BY ELEMENTARY AND SECONDARY EDUCATION ACT TITLE I MONEY, THE PROGRAM PROVIDED EACH STUDENT WITH A YEAR'S SUPERVISED EXPERIENCE TEACHING IN AN INNER-CITY SCHOOL, ALONG WITH ACADEMIC STUDY. EVALUATIONS OF THE CHARACTERISTICS OF THE STUDENTS IN THE PROGRAM, AND OF THE PROGRAM ITSELF ARE INCLUDED, WITH TABLES AND CHARTS IN SUPPORT. (KG)

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Evaluation of

ESEA Title I Project for Fiscal Year 1969

PROJECT MISSION

Summer 1968 and School Year 1968-69

of the

BALTIMORE CITY PUBLIC SCHOOLS
3 East 25th Street
Baltimore, Maryland 21218

June, 1969

UD 009 596

Performed under contract by

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CHAPTER 1

INTRODUCTION

This document is a report of an evaluation of one component of the Elementary and Secondary Education Act, Title I program in the Baltimore City Public Schools. That component is Project Mission, through which some 40 undergraduate and graduate students from three of Maryland's state colleges received special training from August, 1968 to June, 1969 for teaching in the inner-city schools of Baltimore.

The 1968-69 academic year is the fourth year of operation of Project Mission. The project was originally funded jointly by the cooperating institutions and the Ford Foundation. Beginning in July, 1968, the Department of Education of Baltimore City assumed the major responsibility of funding from both local and ESEA appropriations. Towson, Morgan, and Coppin State Colleges have been partners with Baltimore City in this project, with each college supplying a selected number of students and professors.

Project Mission was conceived as a program to attract competent college seniors and graduate students and reinforce their desire and commitment to teach in the inner-city schools of Baltimore. Through the Project Mission program of teacher education, these students would be prepared to work competently with children in schools in disadvantaged communities. Courses oriented toward inner-city students, a year's internship in inner-city Baltimore schools, and participation in the community would further the intern teacher's knowledge and understanding of inner-city children, their homes and neighborhoods, their schools, their educational needs and characteristics,

as well as the professional life of an inner-city teacher in Baltimore.

The present evaluation focuses on the 1968-69 Project Mission program beginning with the orientation sessions of August, 1968 and concluding in June, 1969 with the close of the school year. The project has been in process through the three previous years, however. These years also have been taken into account insofar as information is available which is pertinent in retrospect. The externs, i.e., graduates of previous Project Mission classes who taught in Baltimore during the 1968-69 academic year, have contributed significantly to the accomplishments of this year's Project Mission program.

CHAPTER II

OBJECTIVES OF THE PROJECT

The overall objectives of Project Mission are: (a) to attract outstanding college seniors and graduate students to teach in urban schools, and (b) to provide them with a successful training experience to become competent and highly qualified teachers. 1/ Project Mission is directed toward the special educational requirements among children in inner-city schools in Baltimore and represents an attempt to overcome inadequacies in traditional teacher education programs in meeting those requirements.

Specifically, the primary objectives of Project Mission include the following:

1. That the intern teachers who have been exposed to the features of its program will want to accept teaching positions in inner-city schools. Project Mission is designed to attract superior undergraduate and graduate students, to foster a desire for and a commitment to teaching in the urban schools, as well as to provide a successful and systematic training experience for these students. Drawing more talented and highly trained personnel into the inner-city schools, it is believed, will be instrumental in improving the quality of instruction for inner-city children. It is felt that the internship experience in inner-city schools can provide a realistic understanding of the dedication and energy required for inner-city teaching and can allay any exaggerated apprehensions among these prospective teachers.

1/ Project Mission. A Progress Report, July 1,1965-June 30, 1966. p. 8.

2. That the Project Mission student teacher training program will produce teachers who are better prepared than otherwise for successful teaching in urban schools. Project Mission is designed to develop an effective and innovative teacher education program particularly oriented to the needs of inner-city children. The project is founded on the belief that traditional teacher education programs have failed to provide teachers with the knowledge, skills, and attitudes needed to teach urban children. Project Mission intends to develop more meaningful models of preparation for teachers so that they can cope effectively with the educational problems of deprived children which result from environmental impoverishment.

3. That graduates of the program will make significant contributions to the improvement of the instructional program in schools in the inner city. A cultural gap between lower-class, educationally disadvantaged students and middle-class, educationally advantaged teachers has been singled out as the source of many difficulties in the educational process within inner-city schools. This calls for special emphasis in Project Mission on developing in the interns thorough and sympathetic understanding of inner-city children and their educational, economic, and social-psychological characteristics. Project Mission interns are expected to become aware of the needs of disadvantaged children, to understand the educational implications of those needs, to develop strategies of working with such children, and to regard work with disadvantaged children as an exciting challenge, worthy of the very best teachers. It is hoped, also, that the Project Mission program will contribute to the revitalization of the cooperating schools involved in the project.

4. That teachers with Project Mission training will enjoy more job satisfaction

than other teachers in working with disadvantaged children, and will be more willing to remain in the service of deprived children. Attracting and keeping able teachers for inner-city schools has been an urgent need in Baltimore, as it has in many American cities. As increasing numbers of qualified teachers request transfer from urban schools to schools in more affluent environments, or leave teaching altogether, the problem grows in urgency. Apparently, teachers who are trained to teach disadvantaged children are precisely those who are in shortest supply. It is the objective of the Project Mission program to increase the supply of dedicated, capable teachers to Baltimore City and to reduce attrition rates from inner-city teaching. It is hoped that Project Mission graduates will enjoy more job satisfaction and a greater sense of achievement from teaching in the inner city, as a result of their greater appreciation of disadvantaged children and greater understanding of the needs and learning difficulties of such children.

Secondary objectives of the project, identified in documents prepared by Project Mission, include:

- That as a joint venture by a school system and three colleges, it will serve to implement genuine public school-college dialogue and co-operation in the training of teachers and will serve as a model program revitalizing future teacher preparation by the participating colleges as well as others.

- That it will provide for the improvement of cooperating (master) teachers and will contribute to the in-service growth of all teachers in urban schools.

- That it will provide in-service growth programs for supervisory staff.

CHAPTER III

DESCRIPTION OF THE PROJECT

The Project Mission program for teacher education can be thought of in terms of three consecutive phases: recruitment and selection; the internship; and the externship. The year of internship is the focal concern of all participants in the Project Mission program. The institutions that are most directly involved with this phase of the program are Coppin, Morgan, and Towson State Colleges, and the cooperating schools from the Baltimore City Public Schools. The persons most intimately concerned with the internship are the project professors, the principals of cooperating schools, the cooperating teachers, and, of course, the interns themselves. The role of these institutions and persons in relation to the internship is described below.

Recruitment and Selection

Recruitment procedures for Project Mission consist largely of the following: Project Mission personnel speaking at the cooperating colleges; administrators and faculty members at Coppin, Morgan, and Towson State Colleges speaking to students; brochures, posters, and other materials describing Project Mission sent to the cooperating colleges; newspaper, radio, and other publicity through which undergraduate and graduate students, even in other states, learn of the existence and nature of the Project Mission program. Formal recruitment begins by early spring for the following year's class of interns. During the year, students have also been recruited in informal ways, e.g., through the social contacts of interns and externs.

Initial interviewing and screening of prospective interns has generally

been carried out on the three college campuses by the project professors responsible for intern selection. If approved, an applicant would then be interviewed by the Project Mission administrative staff.

Selectivity of applicants has depended upon the number of applicants. In previous years, the degree of selectivity has been limited. In 1968-69, however, greater selectivity was made possible by a larger supply of interested students. The standard of a 2.0 grade point average was set for acceptance into Project Mission. At the same time, the size of the intern class was increased in 1968-69 to include over 40 men and women. Table 1 shows the number of interns in 1968-69 by sex and race, marital status, year of birth, and department of study.1/

Orientation for Interns

This year's orientation program for intern teachers and cooperating teachers encompassed a four-week period, beginning August 12, 1968 and concluding September 6, 1968. This phase of the project was longer than in previous years. During the orientation period interns and cooperating teachers were to be familiarized with the Project Mission program and its school-and-community context.

The first week of orientation emphasized the educational and socio-psychological needs and characteristics of inner-city children, the challenging nature of teaching in the inner city, the relationship of the city and its forces to education, and community action programs. Through speakers, films, panel and group discussions, and tours, as well as assigned readings and papers, interns were to be more fully informed on these matters. During this week interns were acquainted with general project

1/ Forty-two interns participated in the orientation program but two withdrew from Project Mission at its completion. Table 1, therefore, is based on the 40 interns who remained in Project Mission throughout the first semester.

Table 1

1968-69 INTERNS BY SEX AND OTHER VARIABLES, PROJECT MISSION

Variable	Sex		Total
	Male n=11	Female n=29	n=40
Race			
White	10	9	19
Negro	1	20	21
Marital Status			
Single	9	20	29
Married	2	9	11
Year of birth			
1940 or earlier	--	2	2
1941-42	1	2	3
1943-44	2	3	5
1945-46	3	7	10
1947-48	5	15	20
Department of Study			
Elementary education	1	23	24
Secondary English	3	5	8
Secondary social studies	7	1	8

routines, with the relationship between interns and professors and their courses, and with the relationships between interns and cooperating teachers, principals, and schools. As in previous years, interns wrote autobiographies and were tested by certain personality and attitude measures (the Edwards Personal Preference Schedule, the Strong Vocational Interest Blank, and the Minnesota Teacher Attitude Inventory).

The second week of orientation was concerned with micro-teaching. Interns were introduced to a variety of teaching models by a project professor and a former project professor, then Chairman of the Education Department of Towson State College. Interns received daily experiences in micro-teaching, each two and one-half hours in length, under the guidance of Project Mission staff members.

During the third week of the orientation program intern teachers and cooperating teachers began to work and plan together. Interns were instructed in additional teaching models and received further micro-teaching experiences, while cooperating teachers were introduced to micro-teaching and observed intern teachers in their micro-teaching experiences. A consultant conducted a teaching problems laboratory for cooperating teachers. An overview of community action programs, as well as Project Mission routines, was given to cooperating teachers.

The final week of the four-week orientation period included intensive preparation for the intern teaching experience. Presentations were offered to the interns on planning, role-playing, audio-visual materials, and observation of lessons. Their work in the classroom with children and cooperating teachers (the "teacher practicum" or the "integrated teaching experience") began during this week.

Participating Colleges and Project Professors

The participating colleges are three state colleges located in the Baltimore area. Coppin, Morgan, and Towson State Colleges all offer undergraduate and graduate programs in teacher education. Undergraduate students in Project Mission are required to complete the same general education subject-matter concentrations and supporting courses required of students in their regular programs before graduation. Some Project Mission interns are involved in programs for the master's degree. Table 2 shows the number of interns at the graduate and undergraduate levels, as well as their number by sex and teaching level, from each college during 1968-69.

There are seven project professors. These faculty members were hired by the participating colleges for Project Mission only, and have no campus responsibilities. Their primary duty is teaching the courses associated with the Project Mission program. Five professors share responsibility with cooperating teachers for the classroom supervision of interns. One professor has been assigned to counsel elementary school externs; another professor counsels the secondary school externs. In addition, one professor from each college is assigned to act as a liaison between Project Mission and the college. Further responsibilities of professors include the planning and execution of demonstration lessons, directing master's students in their research, and directing interns in their community participation and tutorial work.

Cooperating Schools, Principals, and Teachers

There were five cooperating schools in 1968-69. These schools were selected because they are located in the inner city and have generally disadvantaged student populations. Project Mission was designed to improve the educational experi-

Table 2

PROJECT MISSION INTERNS, 1968-69,
BY SEX, TEACHING LEVEL, AND COLLEGE LEVEL

College	Sex		Teaching level		College level		Total
	Male	Female	Elementary	Secondary	Undergraduate	Graduate	
Coppin State	1	13	12	2	14	0	14
Morgan State	1	8	7	2	8	1	9
Towson State	9	8	5	12	10	7	17
Total	11	29	24	16	32	8	40

ences of children such as these. It was felt that coming to know the homes and neighborhoods of these children would provide interns with realistic teaching and community experiences.

The principals of cooperating schools have supervisory and evaluative responsibilities for the interns just as they have for other student teachers in their schools. However, they have no special duties in connection with the Project Mission program.

Teachers who had been identified as outstanding examples were to be selected as cooperating teachers for Project Mission. In most cases, cooperating teachers were recommended by one or more of the following: a principal, vice-principal, department head, subject supervisor, area director. The director of Project Mission also made some recommendations. From a list of all such teachers, the required number of cooperating teachers were selected according to the grade levels at which interns preferred to teach. Some of those selected were already teaching in the cooperating schools; others were transferred into a cooperating school.

During the first semester of this year, cooperating teachers were charged with the classroom supervision and training of Project Mission interns. Generally the cooperating teacher had two interns with him in the classroom, one in the morning and one in the afternoon. At the beginning of the second semester, nine cooperating teachers were released from the Project Mission program. These teachers were given other assignments in the school, such as remedial reading work. This feature was an innovation in the 1968-69 program. The teachers came to be referred to as "released cooperating teachers" and "retained cooperating teachers," according to their responsibilities for the semester. During the second semester, also, each intern was given complete authority

over a classroom for one-half day. A retained cooperating teacher moved between the classrooms of two interns, supervising, observing, advising.

Cooperating teachers have presented weekly demonstration lessons on various teaching methods and educational techniques to the interns. Some have participated in Project Mission conferences and workshops and served as planning committee representatives. Individual cooperating teachers have also contributed to Project Mission in such ways as: preparing materials; encouraging the use of specific materials or techniques; assisting in planning home visits, parent conferences, and field trips; serving on committees, including service as group leader, consultant, and chairman of an elementary school evaluation.

Components of the Internship

The Project Mission internship has three major components: academic preparation, the teacher practicum, and community participation. The academic preparation consists of nine courses for which credit is received, plus one non-credit course. Academic credit is also received for intern teaching. The courses and number of credits given per semester are listed below.

Title of course	Credit hours received	
	First semester	Second semester
Psychological Foundations of Education	1	2
Psychological Field Studies	2	1
Sociological Foundations of Urban Education	1	2
Field Experiences in Sociological Foundations of Urban Education	2	1
Seminar	1/2	1/2
Communications Skills	1	2
Methods and Materials in Elementary Education	3	3
Methods and Materials in Secondary English	3	3
Methods and Materials in Secondary Social Studies	3	3
Workshop on Instructional Materials and Resources	0	0
Intern Teaching	6	6

An intern receives 16 1/2 credits for the first semester and 17 1/2 credits for the second.[2] The total number of academic credits received for the year's work is 34.

Project Mission courses meet off campus, in inner-city locations. Most classes are held in the Calvert Educational Center in inner-city Baltimore. In this sense, the participating colleges come to their students and to the inner city where these men and women teach.

The teacher practicum provides actual in-service training for the interns in inner-city Baltimore schools. It is similar in many ways to the student teaching which is part of a typical undergraduate teacher education program although such student teaching experience is often not acquired in the inner city. The internship involves the intern in classroom work with children for several hours each day of the school year, rather than a certain number of weeks during the school year. The internship also involves the student in all aspects of the regular teacher's work.

Activities scheduled for an ordinary week of the internship encompass the following: faculty planning; conferences with the cooperating teacher, which include the design of plans for the following week; tutoring conferences; demonstration lessons; and the integrated teaching experience. Interns are engaged in these activities between 20 and 25 hours during an ordinary week. Time spent in class, in studying, and for Saturday activities is additional. The intern teacher is supervised jointly by the cooperating teacher and a project professor. The grade received for intern teaching is the result of a joint evaluation by the cooperating teacher and the project professor.

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[2] Interns take only one course in methods and materials.

The third component of the internship is community participation. Interns spend one afternoon, or parts of two afternoons, of each week involved in community participation and tutoring conferences. "Saturday activities" are also a regular, scheduled part of the internship. On Saturday, interns may be engaged with students in groups or individually in activities such as trips, concerts, movies, theater, and other culturally enriching activities. Three buses are available for such purposes and funds are provided to help defray expenses. Interns may also be engaged in community service through schools and other agencies, in such activities as voluntary service in recreational centers and neighborhood youth groups.

The interns' training program involves them in classroom teaching for one-half of the day and in college or graduate courses the other half of the day. Their intern teaching experiences and their academic training in connection with Project Mission are oriented particularly to urban pupils, so as to be relevant to pupil needs.

The Externship

The "externship" refers to regular employment as a teacher of educationally disadvantaged children in the Baltimore City Public Schools. During 1968-69, graduates of three Project Mission classes were teaching in inner-city schools in Baltimore. These externs continued their affiliation with the project in various ways. Externs have met monthly as a group to discuss topics of interest to them. The project continues to work with externs through such media as after-school meetings, demonstrations, speakers, and problem clinics. In addition, two professors have been assigned to counsel Project Mission graduates. As noted above, one professor observes and advises externs teaching in elementary schools; a second professor observes and advises externs teaching in secondary schools.

Source of Support

During the three previous years, Project Mission was supported by the Ford Foundation (40 percent in 1966-67) and the three colleges, as well as by state and local funds. Under the 1967-68 budget of $269,160, the salaries of project professors were paid by participating colleges. ESEA Title I funds were used only for one professor's work with externs.

In 1968-69, the contribution of the colleges was taken over by ESEA Title I funds, with the remainder of funds coming from state and local sources. For the current year, therefore, state and local sources and Federal Title I sources contributed almost one-half each of a total of about $280,000, with project professors' salaries coming from Federal funds.

The major category of expense this year was salaries. This included the salaries of the project director, the assistant director, and clerical staff; project professors; differentials for cooperating teachers at the rate of $800 per year; and salaries for interns, $1,500 for undergraduates and $2,000 for graduates.

Depending upon one's method of accounting, the cost in round numbers runs between $6,000 and $7,000 annually per intern.

This brief description helps to clarify the structure of relationships and responsibilities in the Project Mission program. It reveals the nature of the partnership which exists between schools and colleges involved in the program, and distinguishes the roles of each party in this joint venture to improve the education of inner-city children.

CHAPTER IV

METHODOLOGICAL AND STATISTICAL CONSIDERATIONS

It is pertinent in any evaluation to develop a perspective drawn from available theory and research on the subject. Current knowledge should be taken into account in explaining the two criterion questions of:

a. What types of persons are most likely to be successful teachers?

b. What types of experiences best prepare such persons for effective teaching?

The Effective Teacher

In preparing for the evaluation of the first three years of the project, the staff of the Baltimore City Public Schools, Bureau of Research, reviewed pertinent research in such areas as:

1. The teacher shortage and survival rates of beginning teachers

2. The relationship of teacher characteristics and teacher behavior to pupil behavior

3. Various sources of information on the complex consideration of teacher effectiveness, namely, observations, ratings, and pupil learning

4. The relationship of social environment to intelligence and school achievement 1/

There are a number of considerations which make it difficult to specify desirable features of teacher personality for the effective teacher. There is the matter of definition, the problem of instrumentation, and the problem of criterion. According to one authoritative source: "Despite the critical importance of the problem and a

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1/ Baltimore City Public Schools, Bureau of Research. Research Design for Evaluating Project Mission. Baltimore: Baltimore City Public Schools, July, 1966.

half-century of prodigious research effort, very little is known for certain about the nature and measurement of teacher personality, or about the relationship between teacher personality and teaching effectiveness." 2/

One study concerned with personality characteristics of teachers emphasized the difficulties of their measurement. From several sources it is evident that there is a lack of sensitivity in the instruments designed to measure such dimensions as self-concept, teacher role expectations, teaching performance and attitudes.3/ Measures commonly used include: (a) ratings of superiors, fellow teachers, or pupils; (b) observation of classroom behavior of teachers; (c) measurements based on pupil learning; and (d) personality characteristics of teachers. It appears that wherever a single criterion has been used, the results have been generally unsatisfactory. Each type of measure--ratings, observations, pupil learning, and teacher characteristics--is lacking in some respect.

Teacher effectiveness is evidently attributable to a cluster of factors, a complex pattern rather than a simple causal relationship.4/ Nevertheless, a review of research on the subject of important teacher characteristics identifies these elements:5/

1. Positive attitudes toward self

2/ Getzels, J.W. and Jackson, P.W. "The Teacher's Personality and Characteristics." Chapter 11 in Gage, N.L. (Ed.) Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963. pp. 506-82.

3/ Getzels and Jackson, op. cit. and Bledsoe, J.C. "Personality Characteristics and Teaching Performance of Beginning Teachers as Related to Certification Status." Journal of Research and Development in Education.2:3-48.

4/ Gage, N.L. "Paradigms for Research on Teaching." Chapter 3 in Gage, N.L. (Ed.) Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963. pp. 94-141.

5/ Combs, Arthur W. The Professional Education of Teachers. Boston: Allyn and Bacon, Inc. 1965. pp. 20, 70.

2. Accurate, realistic perception of the world

3. Feeling of identification with other people

4. Being well informed (having rich, varied, and available perceptual fields)

Teacher Education

Although there has been much discussion of how much and how little we know about the complex of elements that determines what a good teacher is, there are some pertinent conclusions regarding teacher education to be drawn from existing research. From our current state of knowledge, these should be found in better teacher education programs:[6/]

1. Personality Knowledge. Activities which strive to sensitize teacher candidates to the subtle complexities of personality structure as well as to introduce them to the structure of knowledge.

2. Self-Other Perception. Develop ways to encourage more positive self-other perceptions through teaching strategies aimed at personalizing what takes place in a classroom.

3. Intellectual Background. Continue the provision of opportunities for the accumulation of knowledge, not in a narrow subject sense but for as rich an intellectual a background as possible.

4. Communication Skill. Emphasize appropriate experiences for most effective ways for teachers to communicate what they know "in a manner that makes sense to their students."

Research seems to support the view that teachers rarely fail because of lack of knowledge. When they do, it is apparently more often due to their failure to transmit what they know in a meaningful way. Teaching operations are enormously complicated, and knowledge of subject matter is only one aspect of those operations. Therefore, it is important to examine those attributes of teacher performance which

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6/ Hamachek, D. "Characteristics of Good Teachers and Implications for Teacher Education." Phi Delta Kappan. 50:341-44.

bear upon the teacher-learner relationship.7/

The conventional teacher education program consists basically of a professional sequence of foundation courses in psychology and/or sociology, courses in curriculum and methods, and student teaching. Recently, there have been efforts to improve upon this and to develop an optimum program for teacher education. The trend seems to be toward an emphasis upon the more direct experiences needed to develop understandings of the learner, the learning process, and the types of problems teachers face.

A reverse-block plan of teacher education developed in Texas provides student teaching experience earlier in the education of teachers. Students do their student teaching before they take their professional courses. A program in Georgia provides prospective teachers with pre-service experience with children throughout their training period. This is a reaction against accumulating evidence that the students themselves are more frequently dissatisfied with their professional education courses than with other aspects of their preparation. Traditional programs are based upon the principle of "learn first, apply later." 8/

There is evidently too little known about the special type of preparation needed for teachers to cope with the educationally and/or culturally disadvantaged child. As one observer puts it: "There can be no doubt that the 'ghettos' pose special problems for schools and the teacher. The impoverished child is also often found in the rural areas of this country. If a teacher is to be effective in these settings, he

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7/ Haberman, M. "The Teaching Behavior of Successful Interns." Journal of Teacher Education. 26:215-20, 1965.

8/ Crofton, A.D. "Teacher Education for What?" Journal of Research and Development. 2:61-69.

must have some understanding of the cultural patterns, language, and value systems of these people. However, there has yet to emerge a meaningful teacher education program to prepare teachers for such an endeavor. The problem exists with no ready answers. . . ." 9/

Evaluation Design Problems

As the foregoing indicates, it would require a very sophisticated design to properly control the multiplicity of variables involved in evaluating a teacher education project. The objectives and nature of Project Mission dictate a comprehensive conceptualization of the project, even though some kinds of measurement and treatment are not feasible.

The evaluation team has viewed the elements of the project as consisting, in most simplified terms, of the following:

Student Inputs

- Attitudes
- Interests
- Abilities
- Previous training
- Teacher-orientation

Process

- Program organization
- Project personnel variables
- Project emphases
- Facilities

Student Outputs (Effects of Process)

- Teacher-orientation
- Retention in inner-city teaching

9/ Pounds, H.R. "Beginning Teachers of the Future." Journal of Research and Development.2:80-86.

Classroom management
Personal attributes
Professional attitudes
Relationships with pupils
Teaching abilities

Since the ESEA Title I contribution to the project was made chiefly during the year 1968-69, and since this evaluation is primarily an evaluation of the Title I contribution, the emphasis here is upon the year 1968-69. The major contribution of the program is in the students' first year, the internship. A minor effort is made to follow up those students who have become full-time teachers in the system, the externs. The plan of this evaluation, therefore, did include an examination of students now externs who were interns in previous years.

Only minor experimental pretest-posttest-control approaches were feasible. Some ex post facto treatment of data on externs (interns of previous years) was possible using personality and ability measures and performance ratings available from previous years.

Use of measurements of pupil learning by achievement tests was not possible in this evaluation for two reasons. Although the school system has a fall pretest and a June posttest of achievement for 1968-69, the results were not available in time for analysis. Even if they had been available, they would be considered but one criterion measure among many in a comprehensive approach. In the second place, tests of basic skills, reading and arithmetic, would provide little evidence of the teaching competence of many externs, such as those teaching English or social studies in the junior high school where teaching is departmentalized and pupil learning is influenced by several different teachers.

This evaluation has, therefore, been directed toward descriptive measurement

of elements evidencing program accomplishments in the three areas noted above: (a) student inputs, the characteristics of students attracted to the program, (b) the process, the quality of training experiences provided students, and (c) student outputs, the quality of teachers produced by the program.

CHAPTER V

EVALUATION PROCEDURES

The steps taken in evaluating Project Mission are related to three main aspects of this joint school-college venture: the characteristics of Project Mission trainees, the Project Mission program of teacher education, and the Project Mission trainees as teachers. The evaluation procedures focus on three corresponding questions:

1. Has Project Mission attracted outstanding candidates for inner-city teaching?
2. Is the Project Mission program appropriate in terms of its objectives?
3. Do Project Mission trainees become effective inner-city teachers?

The evaluation procedures which were followed in evaluating the characteristics of Project Mission trainees include:

- Processing and analysis of the results of two personality measures administered to four classes of interns: the Strong Vocational Interest Blank for 41 male and 86 female interns, and the Edwards Personal Preference Schedule for 42 male and 84 female interns
- Processing and analysis of the results of the Minnesota Teacher Attitude Inventory for 124 interns from four Project Mission classes
- Review of the grade point averages of 39 interns in 1968-69
- Pretest and posttest administration of a Teacher Intern Questionnaire to the 40 interns in the 1968-69 class and to a control group of 23 student teachers from Morgan State College

The appropriateness of the Project Mission program in terms of its objectives was assessed through the following procedures:

- Analysis of the results of an evaluation of the August, 1968 orientation program by 39 interns

- Interviews with personnel at the participating colleges, including: the Chairmen of the Education Departments at Towson and Morgan State Colleges, the Dean of Coppin State College, and the President of Morgan State College

- Comparison of the Project Mission training program with recent trends toward improved teacher education reported in the literature

- Review of the 1968-69 schedule of program activities, demonstrations, guest speakers, etc.

- Assessment of the characteristics of personnel participating in the 1968-69 program and review of their judgments of the Project Mission training program

- Interviews with the principals of the five cooperating schools in which interns were assigned in 1968-69

- Questionnaires administered to 18 cooperating teachers

- Questionnaires administered to the seven project professors and review of the content of courses offered in 1968-69

- Administration of a Training Techniques Inventory to 37 interns of the class of 1968-69 and comparison of the results with those of 73 interns from the three previous years

The third phase of the evaluation concerned the question of whether or not Project Mission trainees become successful teachers in the inner-city schools of Baltimore. The following evaluation procedures were involved in this phase:

- Analysis of the Evaluation of the Internship for 132 interns from all four Project Mission classes and comparison with a control group of 23 student teachers from Morgan State College in 1968-69

- Analysis of the Progress Report of Education Staff Members for 68 probationary teachers from the three previous classes of interns and comparison with a control group of 86 probationary teachers in the Baltimore City Public Schools

- Administration of a Student Perception Inventory to 564 pupils in 20 externs' classes, with 10 classes at the eighth-grade level and 10 classes mainly at the fourth-grade level

- Assessment of the "survival rates" of Project Mission interns in inner-city teaching

The instruments and procedures used in this evaluation sometimes yielded information pertinent to more than one phase of the analysis. Such information was drawn upon wherever it was helpful.

CHAPTER VI

FINDINGS

Drawing upon the various sources of information outlined in the previous chapter, the following findings are reported as they bear upon the objectives of Project Mission and tenable criteria for effective student teaching in general.

Characteristics of Students Attracted

A review of literature on the subject indicates that teacher training institutions have had to face the problem of finding effective means of selecting candidates for admission to teacher education programs. The shortage of competent persons admitted to teaching has been a serious problem for several years in the United States in general. Presumably, careful selection based on high standards would improve the quality of teaching services attained. The inducement of the stipend paid to interns in Project Mission would, it might be expected, create an excess of applicants and necessitate screening.

Many internship programs have attempted to recruit teachers among persons who hold baccalaureate degrees but lack the background of professional education required for teaching certification. This is only part of the objective of Project Mission since the larger portion of its interns are undergraduates. Apparently, one effect of the project is inducing persons at the end of their junior year who otherwise might not go into education to complete their college experience with a specialization in education. The major impact of Project Mission, therefore, has been on the senior year.

Surveys on admission to student teaching indicate that admission is generally

more or less automatic in most institutions upon completion of the required prerequisite courses and achievement of a grade point average of "C" to "C plus." Less commonly used in screening applicants are results of examinations, review by a committee, inventories of attitudes and personality, recommendation by a major professor, and measures of interest in teaching. Studies on the subject seem to indicate that measures with some predictive value include such factors as high morale, confidence, favorable attitudes toward children, and social adaptability. However, there is no research which establishes the predictive efficiency of any one measure sufficiently to enable its singular use as an effective admissions criterion.

Academic Qualifications of Interns

Among other items, Project Mission considers college grade point average in the recruitment and selection of interns. Table 3 summarizes grade point averages for 39 interns of the 1968-69 class. The average for the 39 interns was 2.68. On a four-point scale, this is between "C" and "B". Forty-one percent were closer to "C" than to "B"; fewer than one-third, 28.2 percent, were "B" or better.

Evidently the common standard of "C" or "C minus" has been the practice in Project Mission. This conclusion is supported by the fact that on the "academic achievement" scale on the Strong Vocational Interest Blank this same group is not above average. For 11 male interns and 29 female interns in 1968-69, the average standard scores on that scale were 52.2 and 48.7 respectively.

This may be interpreted to mean that Project Mission has attracted potential teachers into the program who are about the same in academic orientation as in other student teaching programs. The fact that few individuals are selected who

Table 3

DISTRIBUTION OF GRADE POINT AVERAGES OF 39 INTERNS, 1968-69, PROJECT MISSION

Grade point average	Number	Percent
3.5 and over	2	5.1
3.00 - 3.49	9	23.1
2.50 - 2.99	12	30.8
2.00 - 2.49	15	38.5
Below 2.00	1	2.6
Total	39	100.0

are outstanding in this regard may be due to an appropriate emphasis in the program on personality factors related to human relationships, view of self and others, and similar considerations. However, in terms of the achievement of the objectives of the program, as measured by the "Evaluation of the Internship," grade point average has greater predictive value for the effectiveness of an intern teacher than at least two additional measures related to self-other concepts.

The intercorrelations in Table 4 demonstrate the above statement. Although a multiple correlation between internship rating and the other variables of .44 is hardly significant at the five percent level, the regression coefficients show that a high proportion of the relationship is due to grade point average.

The implications of the above appear to be that the project personnel in charge of the selection of interns should seek higher levels of academic orientation--either that or redirect the program so that the academic factor would be of less importance.

Orientation to Teaching

Upon admission to the project, interns are given the Minnesota Teacher Attitude Inventory, the most popular instrument for the measurement of teacher attitudes. Attitudes of teachers toward children and school work are related to teacher-pupil relations in the classroom. This instrument is designed to measure those teacher attitudes which predict how well he will get along with pupils in interpersonal relationships, and indirectly how well satisfied he will be with teaching as a vocation.

A distribution of raw scores on the MTAI for four classes of interns appears in Table 5. In no category of student teachers is the average raw score as low

Table 4

INTERCORRELATION OF AVERAGE RATING ON EVALUATION OF THE INTERNSHIP AND FOUR INDEPENDENT VARIABLES (n=39)

Variable	Intern rating	Sensitivity measure	MTAI score	Interest in academic achievement a/	Grade point average
Intern rating	1.000	-.0069	.2608	.2127	.4078*/
Sensitivity measure		1.0000	.2839	.4438**/	.2042
MTAI score			1.0000	.8358**/	.3925*/
Interest in academic achievement				1.0000	.4294*/
Grade point average					1.0000

a/ Strong Vocational Interest Blank
*/ Significant at 5 percent level
**/ Significant at 1 percent level

Table 5

COMPARISON OF FOUR CLASSES OF STUDENT TEACHERS IN PROJECT MISSION ON THE MINNESOTA TEACHER ATTITUDE INVENTORY

Raw score	Year of internship								Total	
	1965-66		1966-67		1967-68		1968-69			
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
91 or more	--	--	--	--	1	2.8	2	5.0	3	2.4
71 - 90	2	8.0	2	8.7	8	22.2	7	17.5	19	15.3
51 - 70	8	32.0	14	60.9	9	25.0	11	27.5	42	33.9
50 or less	15	60.0	7	30.4	18	50.0	20	50.0	60	48.3
Total	25	100.0	23	100.0	36	100.0	40	100.0	124	100.0

as 50. Yet, as this table shows, nearly half of the Project Mission interns have been on or below this score. The accompanying diagram indicates that the 1968-69 class was low in percentile scores. Of 40 1968-69 interns, 33, or 82 percent, were below average (that is, below the 50th percentile) and 23, or 58 percent, were in the lowest quarter on the MTAI.

There is some evidence that the project has overcome this relatively low orientation to teaching revealed at the beginning of the internship by the MTAI. It is known that teacher education and experience tend to lift the MTAI scores. It is of interest that in the Training Techniques Inventory (item 10) a vast majority of trainees over the four years have indicated that their feelings for their pupils had changed in the direction of greater acceptance. Moreover, as noted below, instruments measuring other but related dimensions indicate that Project Mission interns are oriented to teaching and to consideration of others.

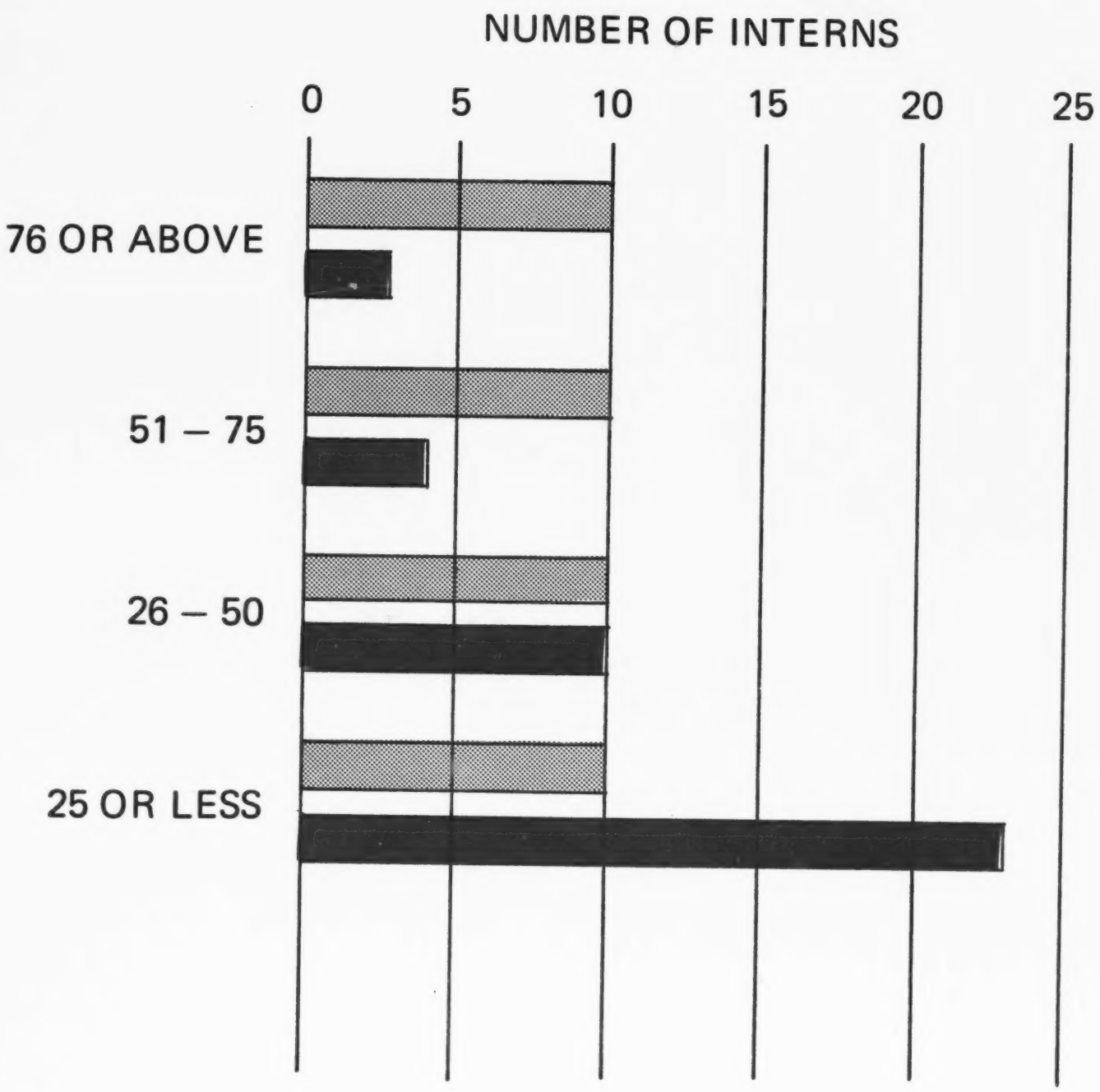
Orientation to Inner-City Teaching in Baltimore

Tabulation of responses on the Training Techniques Inventory shows that all four classes of interns are virtually unanimous in intending to continue in a Baltimore City inner-city school.

Results of the Teacher Intern Questionnaire indicate clearly that the 1968-69 interns are predominantly oriented to working with disadvantaged children in Baltimore's inner city. For example, chi square tests show interns responded affirmatively at significantly high levels, and significantly higher than control student teachers did, to the following items:

4. I see myself as something of a potential reformer of educational practices or educational philosophies.

PERCENTILE DISTRIBUTION OF 1968 – 1969 INTERNS ON MTAI



Educational Research Service, Inc.

7. Teachers in disadvantaged schools have a potentially more satisfying job than do other teachers.

13. I feel personally that as a teacher I belong more in an inner-city neighborhood than elsewhere.

A numerical scoring of responses to this questionnaire was developed to measure "sensitivity" to teaching in the inner city. Results of the scoring for the 40 interns compared with the 23 control students appears in Table 6. Although there is some overlap of the two distributions, it may be seen from this table that the interns manifest a significantly higher "sensitivity" level. The difference between the two groups' means is highly significant statistically ($t = 8.60$).

Of further interest is the fact that the posttest of interns on this questionnaire shows that this high level of orientation to the disadvantaged was sustained during the year. Table 7 shows the distribution of pretest and posttest measures for those 34 interns who received the questionnaire both times. Though there has been a minor drop in the average sensitivity score (9.35 to 8.82), the difference is not significant.

The sensitivity of interns to the disadvantaged may reflect the fact that, according to their responses on the Training Techniques Inventory, approximately three-fourths of each class of interns had had experience living and/or working in the inner city prior to their participation in Project Mission.

What Kind of People Are the Interns?

Two personality measures have been used with Project Mission interns during the four years of the program: the Strong Vocational Interest Blank and the Edwards Personal Preference Schedule.

Table 6

FREQUENCY AND PERCENT DISTRIBUTIONS OF SCORES

ON INNER-CITY SENSITIVITY MEASURE, 1968-69

INTERN TEACHERS, PROJECT MISSION, AND CONTROL GROUP

Score	Intern		Control	
	Frequency	Percent	Frequency	Percent
12	3	7.5		
11	5	12.5		
10	14	35.0		
9	4	10.0	1	4.3
8	9	22.5	2	8.7
7	2	5.0	2	8.7
6	2	5.0	7	30.4
5	1	2.5	4	17.4
4			4	17.4
3			2	8.7
2			1	4.3
Total	40	100.0	23	99.9
Mean		9.25		5.43

Table 7

DISTRIBUTIONS OF SCORES

ON INNER-CITY SENSITIVITY MEASURE

1968-69 INTERN TEACHERS, PRETEST AND POSTTEST

Score	Number of Interns	
	Pretest	Posttest
12	3	1
11	4	3
10	12	11
9	4	8
8	7	3
7	2	4
6	2	2
5		1
4		1
Total	34	34
Mean	9.35	8.82

The Strong Vocational Interest Blank. The Strong Vocational Interest Blank (SVIB) is based on the argument that individuals engaged in a particular occupation have not only a characteristic pattern of preferences with respect to a particular vocational area but a characteristic pattern of likes and dislikes in other more general interest areas such as habitual activitites, amusements, hobbies, people, and so on. The SVIB measures how nearly a person's interests coincide with those of the average person successfully engaged in a given occupation. It assumes that if a person likes and dislikes the same things as people who are successful in a given occupation, he will be suited to that occupational environment and be more effective there than elsewhere.[1] It has only limited use as a predictor of teaching success. This limitation is related to variation in teacher characteristics for various subject matters and grade levels and, in some cases, to changes of the occupation itself.

The SVIB shows that the likes and dislikes of the four classes of Project Mission women as a group are most similar to those of successful women social workers, and the second most like those of successful female elementary teachers. (See Table 8.) As compared with women in general, their interests are also more like those of physical therapists, music performers, and music teachers. The women's similarity to social workers is definitely greater than their similarity to any other occupational category, however. The Project Mission women as a group are most dissimilar in their likes and dislikes to women successfully engaged as laboratory technicians and librarians, among occupations not predominantly occupied by men. Otherwise, as a group their occupational orientation is about the same as women in general.

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[1] Gage, N.L. (Ed.). Handbook of Research on Teaching. Chicago: Rand McNally & Company, 1963. p. 528.

Table 8

AVERAGE STANDARD SCORE OF 86 FEMALE INTERNS ON STRONG VOCATIONAL INTEREST BLANK, BY RANK ORDER OF OCCUPATIONS

Occupation	Average standard score
Social Worker	41.4
Elementary Teacher	37.7
Physical Therapist	36.3
Housewife	35.8
Music Performer	34.8
Music Teacher	33.6
Stenographer-Secretary	32.7
Occupational Therapist	32.3
Office Worker	31.4
Sister Teacher	30.6
Nurse	30.4
Social-Science Teacher	30.0
Psychologist	30.0
Lawyer	29.0
Physical Ed. Teacher (H.S.)	27.7
Business Education Teacher	27.5
Home Economics Teacher	27.4
Physical Ed. Teacher (Coll.)	27.4
Author	26.7
Math-Science Teacher	26.4
Artist	26.2
English Teacher	26.2
YWCA Staff Member	25.6
Physician	25.3
Dietician	24.5
Librarian	22.3
Engineer	22.3
Life Insurance Saleswoman	22.2
Buyer	21.4
Dentist	21.1
Laboratory Technician	21.1

As a group, the Project Mission men are most similar in their likes and dislikes to successful male social workers. (See Table 9.) They are next similar to social science teachers, music teachers, music performers, psychiatrists, public administrators, and physical therapists, in that order. As compared to men in general, the likes and dislikes of Project Mission males are most dissimilar to those of men engaged successfully as farmers, carpenters, and bankers, although their average scores in Table 9 show them to be low also in interests like those of several other business and technical occupations. Otherwise, their interests as a group are about the same as the male population in general. The Strong inventory provided other summaries for this group of male interns to show that they had an interest in cultural and professional activities, high occupational levels and specialization levels indicative of dedication to their jobs.

The Edwards Personal Preference Schedule. The Edwards Personal Preference Schedule (EPPS) is a 225-item, forced-choice personality inventory. The Edwards variables may be defined briefly as follows:

- Achievement - Interest in doing best; accomplishment and success
- Deference - Accept leadership; get suggestions, follow instructions
- Order - Make plans; organize; be orderly
- Exhibition - Be center of attention; be noticed
- Autonomy - Be independent; be unconventional; avoid conformity
- Affiliation - Associate with friends
- Intraception - Sensitive to motives and feelings of others
- Succorance - To have and seek encouragement and sympathy from others

Table 9

AVERAGE STANDARD SCORE OF 41 MALE INTERNS
ON STRONG VOCATIONAL INTEREST BLANK,
BY RANK ORDER OF OCCUPATIONS

Occupation	Average standard score	Occupation	Average standard score
Social Worker	49.6	Senior C.P.A.	28.9
Social Science Teacher	45.8	Pharmacist	28.7
Music Teacher	45.5	C.P.A. Owner	28.5
Music Performer	44.9	Artist	28.2
Psychiatrist	43.4	Sales Manager	27.5
Public Administrator	43.4	Air Force Officer	27.1
Physical Therapist	42.3	Mortician	27.0
Psychologist	40.1	Policeman	25.8
Minister	39.8	Army Officer	25.4
Business Education Teacher	39.7	Production Manager	24.4
Personnel Director	38.2	President-Mfg.	24.3
Credit Manager	37.6	Farmer	23.6
Lawyer	36.3	Architect	23.3
School Superintendent	36.2	Chemist	23.0
Advertising Man	36.2	Accountant	23.0
Author-Journalist	35.2	Dentist	22.7
Physician	34.7	Banker	21.1
Math-Science Teacher	34.1	Forest Service Man	20.7
Real Estate Salesman	33.5	Mathematician	20.5
Printer	32.7	Purchasing Agent	18.8
Life Insurance Salesman	32.6	Engineer	18.1
Osteopath	32.4	Veterinarian	17.8
Office Worker	29.4	Carpenter	14.3
		Physicist	13.8

- Dominance - Be a leader; supervise and direct others
- Abasement - Feel guilty for wrongs; accept blame; feel inferior to others
- Nurturance - Help friends and assist others; affection toward others
- Change - Do new and different things
- Endurance - Stay with a job until it is finished
- Heterosexuality - Attraction to members of opposite sex
- Aggression - Criticize others; get revenge; blame others

These needs are characteristic of any normal personality and should not be interpreted in a negative sense. They are abnormal only when one or more needs rule the person. Average percentile scores on these traits appear in Table 10 for 42 male and 84 female interns who have been in Project Mission.

The EPPS shows the 42 male interns about the same, on the average, as the college normative sample on the following personality variables: achievement, order, exhibition, autonomy, affiliation, succorance, dominance, abasement, and endurance. On the average, personality characteristics of male interns differ significantly from those of college males in general, in that they are more inclined:

- to accept leadership
- to be sensitive to motives and feelings of others
- to have affection toward others, and
- to do different things

and less inclined:

- to be attracted to members of the opposite sex.

As might be expected, the pattern of personality characteristics for female

Table 10

AVERAGE PERCENTILE SCORES OF MALE AND FEMALE INTERNS ON EDWARDS PERSONAL PREFERENCE SCHEDULE

Variable	Average percentile score	
	Male n=42	Female n=84
Achievement	54	66
Deference	71	60
Order	53	70
Exhibition	49	32
Autonomy	64	53
Affiliation	47	30
Intraception	77	64
Succorance	35	39
Dominance	38	50
Abasement	57	42
Nurturance	66	57
Change	68	63
Endurance	61	73
Heterosexuality	27	53
Aggression	41	54

interns differs from that for male interns. Women in Project Mission are about the same as female college students in general with respect to the following manifest personality needs: deference, autonomy, succorance, dominance, abasement, and nurturance. Compared to female college students in general, the female interns are significantly more inclined:

- o to be interested in accomplishment and success
- o to make plans and organize
- o to be sensitive to motives and feelings of others
- o to do different things
- o to stay with a job until finished

and less inclined:

- o to be noticed
- o to associate with others

Implications Regarding Personality. What do these tests tell us about the Project Mission interns? Research has not yet produced conclusive answers on the ways in which personality characteristics are related to effective teaching. Certain characteristics, for instance, may be necessary or helpful in teaching at some grade levels or in teaching some subjects, while the same characteristics may not be necessary or helpful for other grade levels or subjects.

The female Project Mission interns are apparently quite typical in their likes and dislikes. The males who have been in the Project Mission program, however, are far more varied in their likes and dislikes in comparison with an average group of men. Another way of saying this is that the Project Mission women in their likes and dislikes are not strongly similar or dissimilar to women in most occupations, while the

Project Mission men in their likes and dislikes are strongly similar to men in certain occupations and very dissimilar to men in other occupations.

Both the male and female interns are most like social workers in their likes and dislikes. This occupation, as well as teaching, requires a great interest in and concern for others. The men and women show great similarity to persons in occupations which require the ability to be of service to others and their needs, for example, therapists, psychiatrists, and psychologists. It is to be noted further that they show an above average interest orientation to teaching. The Project Mission interns, then, appear to be teacher-oriented, to be interpersonally-oriented, to be concerned about social problems, and to be interested in improving the lot of others.

Just as the SVIB indicates the interns are suited to occupations which deal with people, conversely it indicates that to some extent they are not suited to occupations that would not deal with people. The men, due to dissimilar likes and dislikes, prefer not to be veterinarians, carpenters, engineers, and physicists. The women share few interests with dieticians, laboratory technicians, librarians, and buyers.

Thus, the SVIB may reflect a personal motivation of the interns which appears to be well attuned to the aim of the Project Mission program--improving the quality of education received by educationally disadvantaged children in Baltimore's inner-city communities.

The Edwards Personal Preference Schedule provides another profile of the interns. Both the men and the women rank above the norm on intraception. Compared to men in general, the male interns are high in nurturance, a characteristic much more expected of women in our culture. This means that they can be expected

to be unusually sensitive to the motives and feelings of others, as well as unusually affectionate toward and helpful to others. Research indicates teachers should be warm and friendly persons and the interns do appear to meet this standard.

As a group, the interns of both sexes are very likely attracted to the innovative aspects of Project Mission. They tend to rank average or better on the personality needs for change, endurance, and autonomy. Thus they can be expected to do new and different things, to be independent and unconventional, and to avoid conformity.

Teaching has been primarily a female occupation in our country and is well-suited to our society's female role definitions. For instance, a woman can fulfill the cultural expectation that she demonstrate an interest in children by teaching as well as by being a mother. The women rank significantly above the norm on achievement, and teaching is certainly defined by our society as an occupation in which women may achieve success and make worthwhile accomplishments.

On the basis of the SVIB and EPPS tests, the following generalizations can be made about the Project Mission interns as a group:

1. Their interest in and concern for the problems of others makes them well-suited to the specific purposes of Project Mission concerning teaching in the inner city.
2. The men and women in Project Mission have different personality characteristics and needs yet, partly as a result of cultural definitions of the roles of men and women, these characteristics and needs also suit them to Project Mission.

The Program Itself

In the evaluation of a teacher education program the following are good questions to ask:

- Is the program consistent with its stated objectives?
- Is the specialized education which students have received observable in their attitudes, understandings, and interpersonal skills?
- Can graduates of the department teach successfully?
- What are the discernible strengths and weaknesses of the program, and what improvements might be undertaken?

In the remaining sections of this chapter, answers to these questions will be presented at various points. The examination begins with the features of the program itself.

The Major Emphasis

Project Mission operations are in line with trends in improved programs of teacher education. The literature on the subject of student teaching and teaching internships indicates that there has been an increasing tendency among teacher education programs to encompass relevant problems other than those of instruction. For instance, a well-rounded program is now considered to be one in which there is an opportunity to apply basic educational principles to instructional problems. Provision is made to clarify students' strengths and weaknesses and stimulate them to make improvements. Expert guidance and supervision is provided in dealing with a variety of school problems. Students are given experience with children through extra class and out-of-school activities, as well as in community activities. The approach of Project Mission may be said to be in keeping with the foregoing.

Problems which have been noted in providing good facilities for student teaching include:

- Obtaining qualified cooperating teachers
- Obtaining supervisory time for college personnel
- Improving the effectiveness of cooperating teachers
- The payment of cooperating teachers
- Maintaining good relationships between the public schools and the colleges

It can be said that the operation of Project Mission has been directed toward solutions to these problems.

As appears to be the best practice, the Project Mission program:

- Follows the trend in teacher education away from a separate course organization for student teaching toward a core of professional experience toward the end of the college career.
- Follows the pattern of organization of several internship programs which preceded it. It includes intensive study prior to the internship, assignment as an intern coupled with related seminars, and intensive study after the internship.

The Program as Seen by Interns

The Training Techniques Inventory 2/ included questions by which the interns themselves evaluated the program. On the whole, the reaction of students is favorable to the program. Responses on the following three questions are indicative of this:

15. In general do you consider that the persons who were preparing you for inner-city teaching were sufficiently well acquainted, themselves, with the problems of teaching the disadvantaged?

Class	Yes	No
1965-66	17	5
1966-67	16	1
1967-68	20	13
1968-69	13	23

2/ Baltimore City Public Schools, Bureau of Research. Research Design for Evaluating Project Mission. Baltimore: Baltimore City Public Schools, July 1966. pp. 110-115.

16. Did the training program include enough practical experiences? (That is, did it provide realistic practice and not rely too much on theory?)

Class	Yes	No
1965-66	14	7
1966-67	15	3
1967-68	26	6
1968-69	22	15

17. Were you given adequate opportunity to observe skillful teaching of the disadvantaged by mature teachers?

Class	Yes	No
1965-66	18	4
1966-67	15	3
1967-68	26	7
1968-69	19	16

It is to be noted that although the majority of responses are affirmative in each case, there was a decided increase in negative responses from the current year's class of interns. This is evidenced in other evaluation items answered by interns. Interns rated ten aspects of the program on the following scale:

3 - quite useful
2 - moderately useful
1 - seldom useful
0 - never useful

Average ratings for each of the four classes on the usefulness of each of the ten items appears in Table 11. A decided drop in average rating is to be noted for the 1968-69 class in foundations courses and field experiences, and seminar. On the other hand, a decidedly more favorable rating for communications skills was given in 1968-69 in comparison to previous years.

A consistently high rating of "teacher practicum" by interns is of significance. A majority of interns listed "classroom experience," "face-to-face encounters with children," "practical application" and the like as an aspect of their training they considered to have been most valuable to them in the teaching of dis-

Table 11

EVALUATION BY INTERNS OF TEN ASPECTS OF PROJECT MISSION

Aspect	Average rating			
	1965-66	1966-67	1967-68	1968-69
Teacher practicum	2.8	2.9	2.9	2.9
Foundations -- courses	2.2	2.4	2.4	1.5
Foundations -- field and laboratory experiences	2.4	2.5	2.3	1.5
Methods and materials	2.0	2.2	2.6	2.1
Communications skills	1.1	1.7	1.4	2.3
Seminar on general instructional aids and resources	2.4	2.4	1.8	1.6
Demonstrations and observations	2.6	2.9	2.5	2.2
Conferences with cooperating teacher	2.4	2.7	2.6	2.5
Remedial instruction with small groups	2.0	1.8	2.0	2.4
Saturday activities with pupils	2.4	2.0	2.2	2.2
Project Mission training program as a whole	2.6	2.8	2.8	2.5

advantaged pupils. Among items listed as having been of least value, specific courses or courses in general was most frequent.

Discernible Strengths

In addition to the above observations, there are several creditable aspects of the program itself which are discernible from project schedules and notices and from contacts with administrators, principals, professors, cooperating teachers, interns, and externs. In summary, the following are notable as the best features of the program:

- The guided teaching experience of interns for an entire academic year, which includes nine months of practical teaching under the supervision of both professor and cooperating teacher
- The apparent opportunity for a good union of theory and practice as students take courses and teach a half-day each for an entire year
- The complete teaching responsibility during the second semester, through which interns have the opportunity to gain practical and independent experience
- The strong orientation of the content of all courses to the education of disadvantaged pupils in the inner city
- The field experiences which are a part of some courses and the participation in the community that give interns a broad range of opportunities to become acquainted with the neighborhoods and homes of pupils
- The location of college instruction in the inner city where interns do their student teaching, thus closely associating courses geographically with the entire community environment
- The low student/teacher ratio permitting courses to have an informal tone, person-to-person approach, practical problem-solving emphasis, and substantial class participation
- Project activities which make use of the latest educational ideas, equipment, materials, and techniques and encourage innovation and experimentation

- The rich program of speakers, demonstrations, conferences, workshops, institutes, etc.
- The experience in inner-city education which all professors have had
- As noted by a former professor, the project itself which represents the only truly racially integrated program by the three colleges
- The fact that cooperating teachers in 1968-69 have had an average of 13 years of teaching experience (about the city average) and almost as many average years' teaching experience in the inner city
- The fact that all 1968-69 cooperating teachers but one have had previous experience supervising students and/or Project Mission interns
- The fact that the majority of cooperating teachers report that the project has been very useful in furthering their own professional development

Discernible Weaknesses

Based on information from various sources, there are several observations to be made concerning areas in which improvements of the program may be needed:

- Several participating staff members have raised questions concerning the quality of interns.
- During 1968-69, 21 of 37 interns characterized their courses in this way: "theoretical and little relationship to teaching."
- The turnover of project professors may have had detrimental effects on the quality of courses. None of the four original professors is among the seven for this year. Only three of the seven in 1968-69 were with the project previously. Two for this year were recruited from the city's public schools.
- The academic background of professors is not exceptional. Only two have doctorate degrees. Some teach subject areas in which they have been prepared as minor rather than major fields of concentration.
- Project professors are not regular members of the college staffs. This can result to some extent in undesirably loose linkage between the project and the participating colleges.
- The location of instruction off the campuses of participating colleges results in loss of contact of both professors and students with their

(2)

respective colleges. To some extent, the relationship of the faculty to their respective colleges seems to be only nominal.

- A problem of continuity was created during the second semester by scheduling one intern to teach a class in the morning and a second intern to teach the same class in the afternoon. The changing of intern teachers, without the continuous presence of a cooperating teacher, was not in the best interests of pupils.

- There is some disagreement concerning the desirability of releasing some cooperating teachers in the second semester. There seems to be a feeling that some interns were not yet ready to assume total responsibility for a class.

- There is some question concerning the superiority of cooperating teachers; although all but one in 1968-69 had credits beyond the baccalaureate, only two cooperating teachers reported they had master's degrees.

- Because of the exceptionally small classes, the low student/faculty ratio, and payment of stipends, the annual cost per intern teacher is high.

Program Effectiveness

The vast majority of college administrators, principals of participating schools, and cooperating teachers considered the teachers trained by Project Mission to be, in general, better prepared than others. Favorable qualities of Project Mission externs which were cited included, for example: "vivacious," "seeks self-improvement," "works hard," "gets along well with children and adults," "takes an extra duties," "does not fumble with little details in the beginning," "is involved in the total school program," "is interested in each child," "is willing to try new things," "can better handle personal and general problems of the children." These responses must be viewed as opinions of persons familiar with the project and not as a result of systematic evaluation.

Student Commitment

There is considerable evidence that the project has achieved its aim of

producing dedicated teachers, committed to teaching in the inner-city schools of Baltimore. Near the end of the internship, 35 of 36 interns from the class of 1968-69 indicated their intent, upon completion of the internship, to continue teaching as an extern in Baltimore inner-city schools. Externs from the three previous classes indicated a similar commitment.

A concrete method of determining the effectiveness of the program in relation to the commitment of teachers is to examine the extent to which interns of previous years have, in fact, become teachers in Baltimore (externs). First, the degree to which students remain in the internship until graduation must be considered. In 1968-69, seven of the original 42 interns withdrew during the year. One of four replacements will not graduate. At this writing, it appears that 38 Project Mission interns will graduate. This means that 38 of the total of 46 individuals exposed to the internship this year can be counted as products (output) of the program. The dropouts represent an attrition rate of 17 percent. Reasons for withdrawal vary: some drop out because of health, economic, and other personal reasons; some because of unsuccessful progress in the program; and some because of dissatisfaction with the program.

This can be interpreted in various ways. To be sure, some withdrawals are to be expected. For instance, if the program itself is to operate in accordance with its objectives, it should serve in part as a screening process. On the other hand, a high dropout rate can reflect ineffectiveness in the recruitment and selection operation.

Another direct measure of the effectiveness of the program is the survival of interns as externs in the Baltimore City Public Schools. This information is

summarized in Table 12. As may be seen from this table, there is a marked loss from each year's "crop" as time progresses, and the number of individuals retained in the program and in inner-city teaching declines. Twenty of 31, or about two-thirds, of the 1965-66 class were still serving three years later as externs. On the whole, 70 to 80 percent of the graduates have become teachers in Baltimore in the first year after the internship. This is as good as, if not better than, what is to be expected. Generally about 70 percent of graduates of teacher training programs actually enter teaching. Country-wide, school systems lose about 14 percent of their teachers per year. The survival of externs after the first year (see Table 12) indicates better tenure than this national rate. In other words, although there is a loss of Project Mission trainees as teachers in subsequent years, the loss is apparently less than generally occurs among graduates of most teacher education programs.

Effects Seen by Students Themselves

The effectiveness of the program is only partly measured in terms of how many students are induced into teaching and how many stay in teaching. Regardless of whether or not students are retained in the program, the question remains of whether or not there have been changes in attitudes, interests, and abilities which are consistent with program objectives. Some pertinent information is available from the students themselves.

The majority of trainees over the four years of the program are of the opinion that:

- They have found a certain satisfaction in developing latent skills in disadvantaged children.
- Their feelings for their pupils have changed in the direction of greater acceptance.

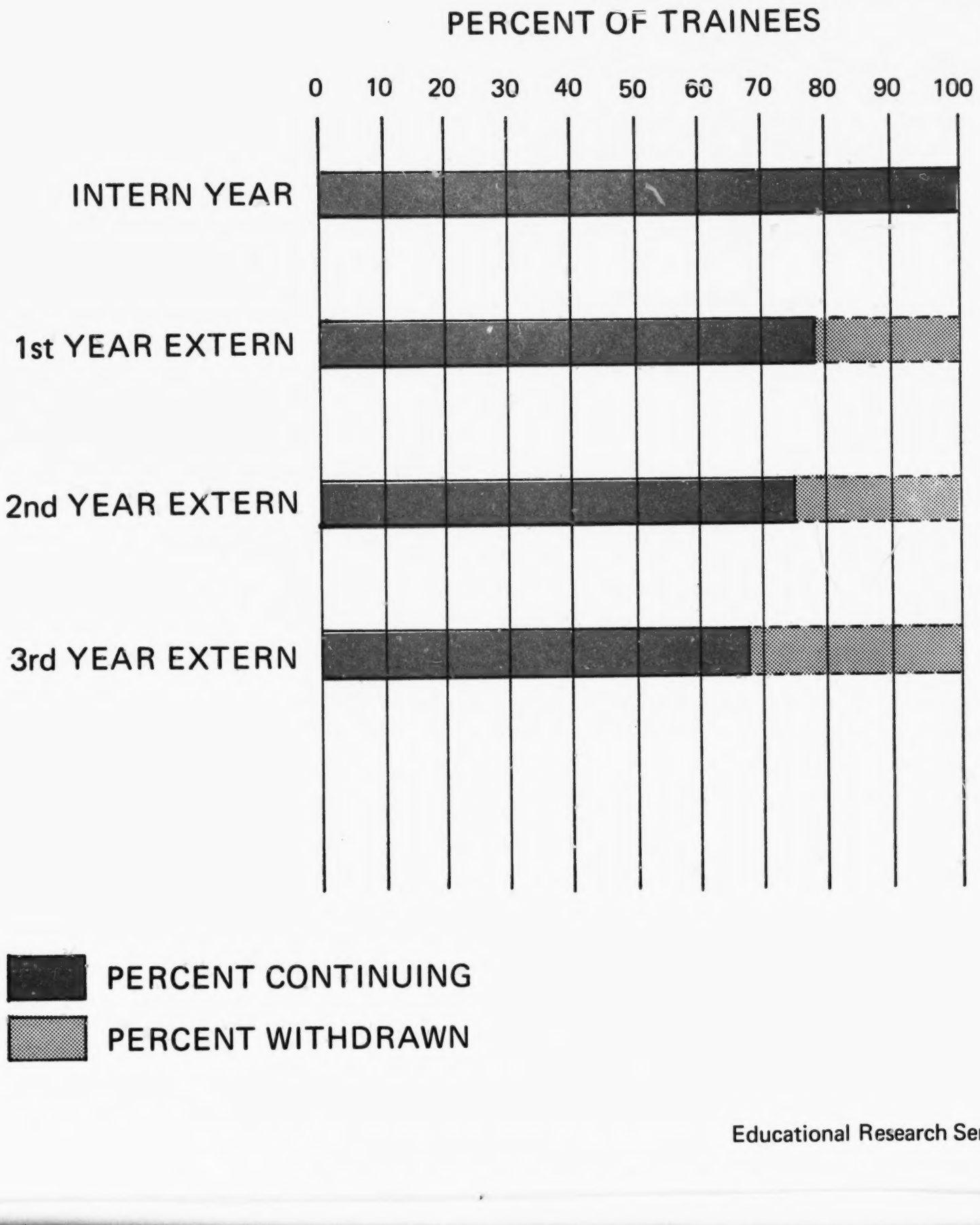
Table 12

INTERNS AND EXTERNS, PROJECT MISSION, PAST FOUR YEARS

Item	Intern class			
	1965-66	1966-67	1967-68	1968-69
Total	31	31	38	46
Withdrawn	2	5	2	8
Graduates	29	26	36	38
Externs, 1st year	23	21	25	(a)
Externs, 2nd year	22	18	--	--
Externs, 3rd year	20	--	--	--

(a) Thirty-five of 38 interns indicated they intend to become externs next year.

SURVIVAL OF 1965 INTERNS



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- They were, in general, able to establish rapport with parents.
- They have enjoyed contacts with families of children.
- They were made sufficiently familiar during their training period with the type of neighborhood in which their pupils lived.
- They have received adequate special preparation for teaching disadvantaged pupils in inner-city schools.

A change in student reaction to the program's contribution is to be noted in some areas. The 1968-69 class was less inclined to feel that they had been helped sufficiently with their problems or have become fully familiar with the cultural level and moral climate of their students' community.

Comparative Performance

An important direct evaluation of effectiveness of the program is that of the performance of trainees as teachers in the classroom. All four Project Mission classes of interns have been rated by cooperating teachers on the "Evaluation of the Internship."[3/] The instrument contains 49 items on which student teachers are rated on a five-point scale from "failing" to "superior." The 49 items are divided into five categories, shown in Table 13. Under the category of "Teaching Abilities," for example, items included are:

- Uses a variety of approaches and teaching methods
- Demonstrates an understanding of the learning difficulties of inner-city students and plans appropriately
- Paces and times presentation of materials to the abilities of learners
- Is always aware that some learners are more ready for an activity than others

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3/ Project Mission. A Progress Report II, July 1, 1966 - June 30, 1967. This is the January 1967 Revised Edition which was administered to three of four intern classes. It included only minor revisions of the original instrument. With a revised face sheet, it was administered to the control group of student teachers in 1968-69 as the Evaluation of Student Teaching.

Table 13

COOPERATING TEACHERS' AVERAGE RATING OF INTERNS ON EVALUATION OF THE INTERNSHIP, PROJECT MISSION*/

Variable	Year of internship			
	1965-66 n=31	1966-67 n=27	1967-68 n=34	1968-69 n=40
Teaching abilities	3.45	3.35	3.42	3.40
Relationships with children	3.65	3.43	3.54	3.52
Professional attitudes and ethics	3.88	3.52	3.81	3.67
Classroom management	3.51	3.15	3.31	3.32
Personal attributes	3.74	3.54	3.72	3.67

*/Scale: 5 = Superior
4 = Above average
3 = Average
2 = Below average
1 = Failure

There are no significant differences in the average ratings among the four classes or among the five categories. Table 13 indicates that average ratings on all categories for all four classes is above average. This tends to indicate achievement of the objective of producing teachers who are "better prepared than otherwise." However, the average ratings were not found to be higher than those for a sample of 23 student teachers (controls) pursuing a non-Mission, regular student teaching program at Morgan State College. (See Table 14.)

It is of some value to consider the distributions of interns' ratings. For instance, the accompanying diagram shows that Project Mission trainees, for the most part, have been rated average or better on the dimension of "teaching abilities." A substantial number of interns have ratings of "above average" or "superior." As can be seen in Table 15, about 40 percent of the interns have had above average ratings.

An additional check on performance ratings of the project product was made using "Form A - Progress Report of Education Staff Members." 4/ Ratings of principals for 68 externs and 86 other probationary teachers were analyzed and compared. The evaluation items were scored using a five-point scale from one for "unsatisfactory" to five for "superior." As before, an average rating of 3.00 indicates "average" or "satisfactory."

Again an average rating of 3.56 for the 68 externs placed them in an above average standing on the scale. However, the 86 control teachers did as well, with an average of 3.50. As shown in Table 16, the majority of externs have been

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4/ This report, "Form A - Progress Report of Education Staff Members" is used to evaluate the performance of probationary teachers. It was made available only under confidence from the Personnel Division of the Baltimore City Public Schools and, therefore, is not reproduced in this document.

Table 14

COOPERATING TEACHERS' AVERAGE RATING
OF 1968-69 INTERNS AND NON-MISSION CONTROL
STUDENT TEACHERS ON EVALUATION OF THE INTERNSHIP

Variable	Interns n=40	Controls n=23
Teaching abilities	3.40	3.48
Relationships with children	3.52	3.58
Professional attitudes and ethics	3.67	3.86
Classroom management	3.32	3.50
Personal attributes	3.67	3.91

RATING OF TRAINEES ON TEACHING ABILITIES

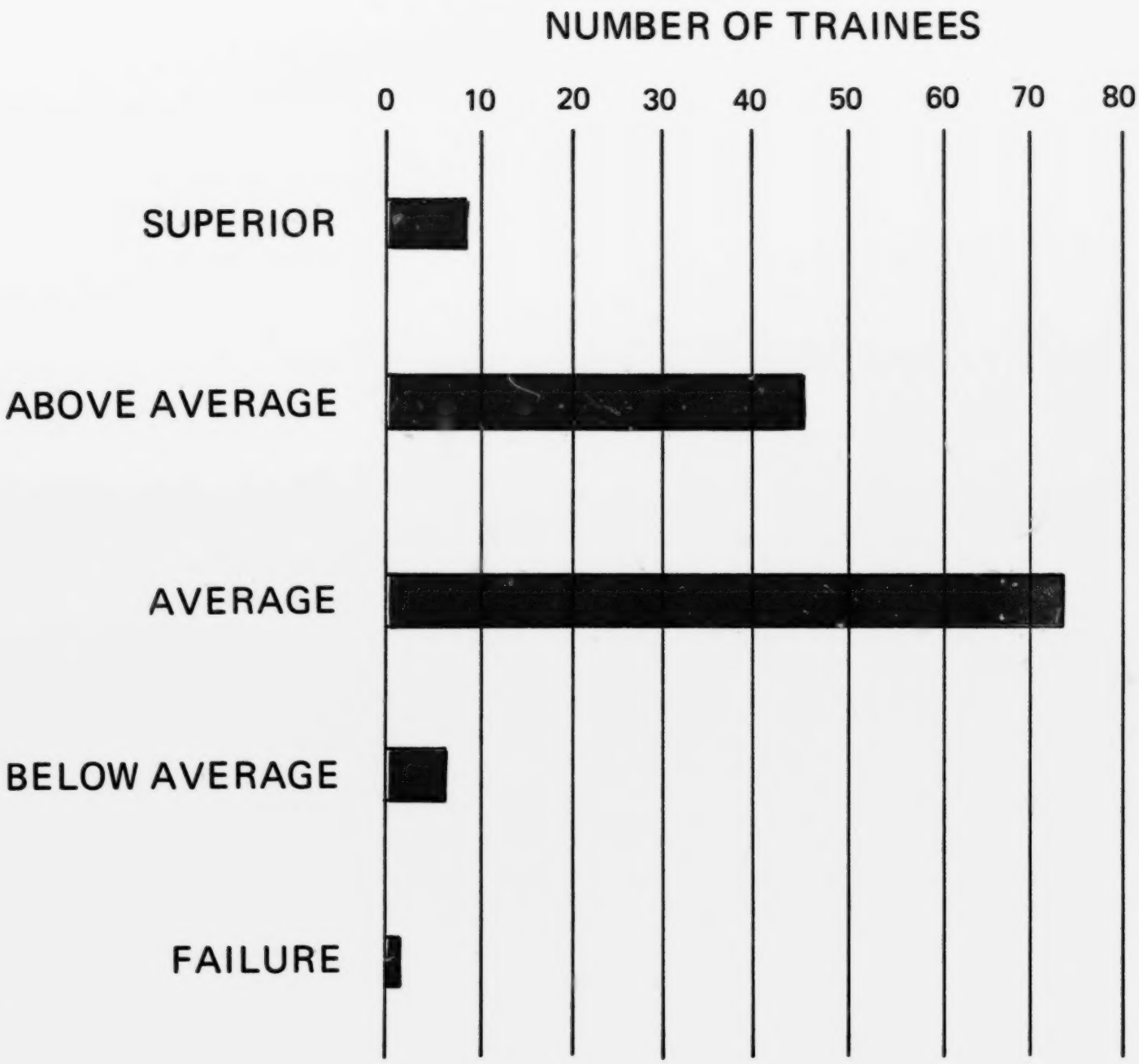

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Table 15

NUMBER AND PERCENT OF INTERNS RATING ABOVE AVERAGE IN TEACHING ABILITIES ON EVALUATION OF THE INTERNSHIP

Class	Number of interns		
	Total	Above average rating	
		Number	Percent
1965-66	31	14	45.1
1966-67	27	9	33.3
1967-68	34	14	41.2
1968-69	40	16	40.0
All years	132	53	40.2

Table 16

COMPARISON OF RATINGS OF PROJECT MISSION EXTERNS AND CONTROL PROBATIONARY TEACHERS

Average rating */	Number of probationary teachers	
	Externs	Controls
4.5 and over	3	3
4.0 - 4.4	15	17
3.5 - 3.9	16	19
3.0 - 3.4	30	40
2.5 - 2.9	2	4
Less than 2.5	2	3
Total	68	86

*/ Based upon Form A - Progress Report of Education Staff Members

rated satisfactory or better. But the same may be said of the controls. The two distributions are almost identical.

To the degree that the above average teachers from the project are those who would not otherwise have become available to the school system, the project has made a contribution in line with its goals. However, such supervisory ratings are not sensitive enough to show that the product of the project is superior to that of other student teaching programs.

It is to be noted that more elaborate statistical design and analysis might show that the extern group differed markedly in conditions relevant to expertise in teaching, such as previous education, economic resources, and type of school and neighborhood in which they were teaching. It very well might be that the contribution of the project has been in lifting otherwise below-average accomplishments of some prospective teachers up to the average level of other teachers.

Impact on Pupils

One method of checking on the conditions for learning in a school is to obtain responses from pupils themselves regarding the things they do, the things expected of them, and their general activities during formal schooling. In the present evaluation, a sample of largely fourth- and eighth-grade classrooms, including 564 pupils, was covered by means of a paper and pencil device. The device permitted four scales characterizing the general learning situation of classrooms as reflected by the reports of students themselves. 5/

5/ Based upon techniques reported in Francis G. Cornell, Carl M. Lindvall, Joe L. Saupe. An Exploratory Measurement of Individualities of Schools and Classrooms. Urbana: University of Illinois, Bureau of Educational Research, 1952. 71 pp.

One of these scales relates to the extent to which instruction (as seen by pupils' daily experience) is varied for different pupils. A second scale deals with the degree to which classes are organized in various ways to provide learning situations. A high score is achieved on this scale by a class in which there is not only a teacher-recitation situation, but also opportunities for pupils to work with one another, and generally procedures which are not entirely regimented. A third scale relates to opportunity for student motivation. It reflects the degree to which pupils have an opportunity to participate in making strategic decisions about what is to be accomplished in their work instead of slavishly following instructions determined by the teacher. The last scale reflects the degree to which learning experiences in a class are not dependent solely upon a single textbook.

It is to be observed that classrooms scoring high on these measurements tend to be classrooms which score high on many other aspects of quality in education in its comprehensive sense.

This device was administered to the sample of 564 pupils in 20 classrooms. Ten of the classrooms were elementary classrooms with most pupils at the fourth-grade level. The other ten were eighth-grade junior high school English and social studies classes. All 20 were classes being taught by Project Mission externs from various classes of interns.

A brief summary of the results of this measurement appears in Table 17. In this table, scores derived for the 20 classes were converted to percentiles on the basis of norms established by administration of the device to many schools in different parts of the United States. This table shows that the majority of classrooms (14 of the 20, or 70 percent) fell below average as compared to norms. The average percentile

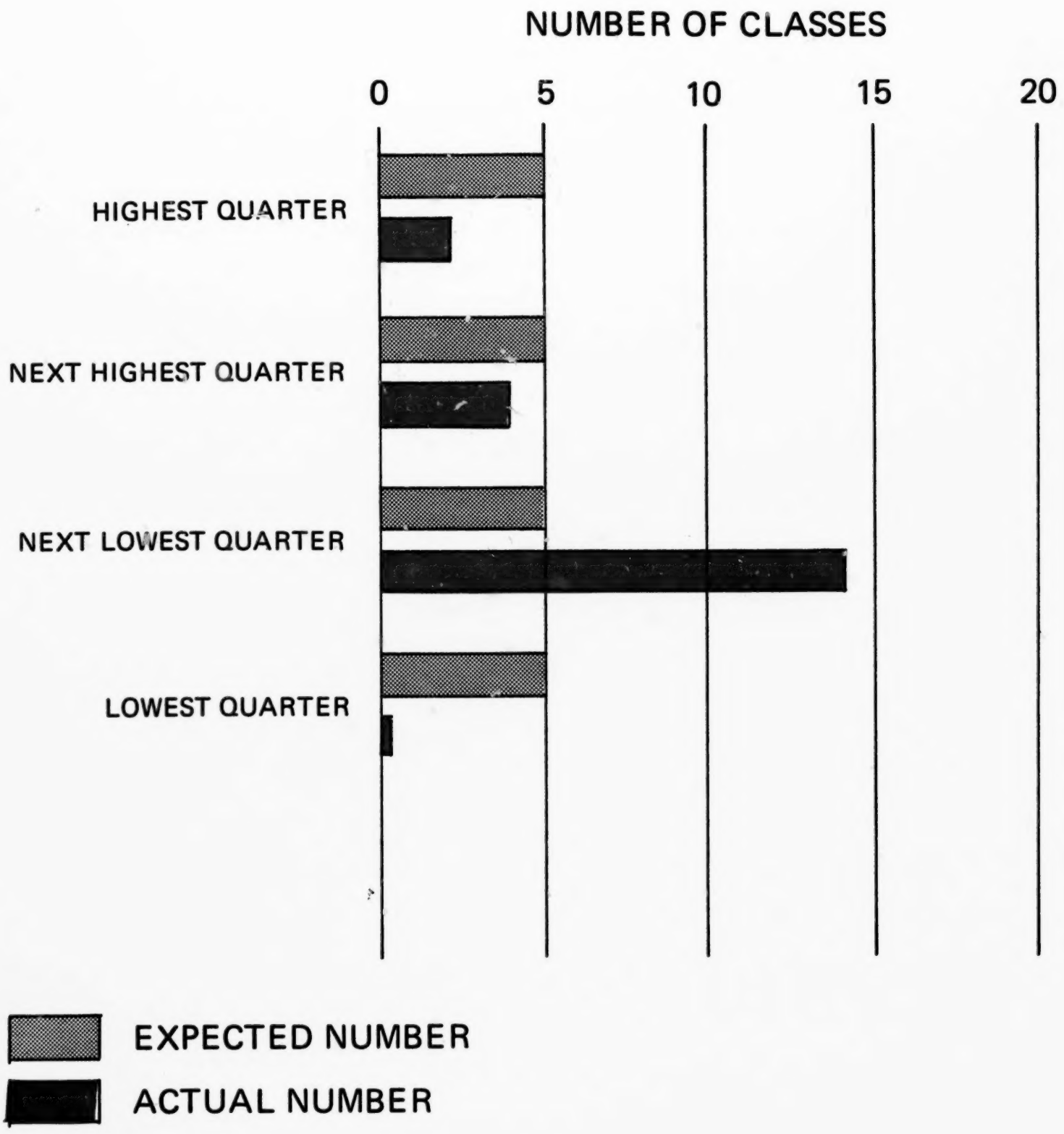
Table 17

PERCENTILE DISTRIBUTION OF SAMPLE EXTERN CLASSROOMS ON MEASURE OF CONDITIONS FOR LEARNING*/

Percentile	Number of classrooms		
	Grade 4	Grade 8	Both grades
Above 75	1	1	2
50 - 75	2	2	4
Below 50	7	7	14
Total	10	10	20

*/ Based upon Student Perception Inventory

RANK OF EXTERN CLASSES ON CONDITIONS FOR LEARNING



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score for fourth-grade classes was 48.7. The average percentile score for the 10 eighth-grade classes was 44.6.

It is of interest that this device, when administered to classes in such places as Nashville, Tennessee, produced a higher than average indication of favorable classroom instructional conditions in relation to the norm. This is not the case in the 20 classrooms in Baltimore. If a major objective of the Project Mission program is to produce outstanding and superior teachers, even within the limits of validity and reliability of measurement, one would expect more than one teacher out of ten to be in the upper fourth on the outcome of such measurements. However, only about one-third of the classes in this observation were found to be above average. This result should be given serious consideration insofar as it is the purpose of Project Mission to produce outstanding teachers.

Of interest also is the observation that, although the majority of the classes were ranked according to norms between the first quartile and the median, i.e., the next to lowest quarter of classrooms, there were no classes in the very lowest quarter. This may mean that Project Mission is selecting students and operating a program which is preventing excessively inferior instruction. This, of course, is entirely different from operating a program which results in outstanding and superior instruction.

Case studies comparing the highest rating fourth-grade with the lowest rating fourth-grade and the highest rating eighth-grade with the lowest rating eighth-grade produced some pertinent specifics. For example, both high and low fourth- and eighth-grade classes are low on the degree of pupil initiative. In both high and low classes in the sample observed, pupils very seldom give reports and seldom have an

opportunity to tell their classmates about things which they think would be important to tell. Pupils do not help decide what the class should do. When they are reciting in class, pupils generally talk only about the lesson and are not encouraged to talk about things that occur to them which are not a part of the lesson. Decisions about what should be read are generally made by the teacher; pupils do not sometimes decide what to read to find out about a topic which is of interest to them. Teachers in such classes generally give pupils work to do and tell them just how to do it. Special activities in the class, such as doing work at the blackboard, are rarely assigned to those who volunteer.

Both high and low eighth-grade classes are generally low in degree of individualization of instruction. Most of the time pupils work on the same lesson. Rarely are pupils permitted to work on things they choose. When accelerated pupils finish a lesson, they wait for the other pupils to finish. When a pupil cannot answer a question which the teacher asks, the teacher usually calls upon another pupil rather than try to help that pupil figure out the answer. Pupils do not often talk with the teacher about how they are getting along with their school work. When the pupils are working at their seats, the teacher is usually busy with his own work; he rarely goes around the room to help pupils or has them come to his desk for help.

Both high and low fourth-grade classes were above average in the degree of attention to individual differences. The high fourth-grade class was significantly ahead of the low fourth-grade class with respect to the social organization of the class and the variety of experiences used for instruction. The same was true in comparing the high with the low eighth-grade class. In general, therefore, the instrument distinguished between high and low ranking classes on the extent to which pupils had the

opportunity to communicate with one another and split up into groups for various learning activities. It distinguished between high and low ranking classes on the extent to which class work included: the use of magazines, encyclopedias, or other reference material; contact with materials or books kept in other classrooms; watching movies or demonstrations; visiting places outside the school; using more than a single textbook for a subject; discussing and studying things about the town in which they live; participating in experiments and demonstrations of the pupils' own planning in connection with class work.

CHAPTER VII

RECOMMENDATIONS AND SUGGESTIONS

At the time of this writing, the future of Project Mission is uncertain. There are apparently some who are concerned about the cost-effectiveness of the program. To be sure, it costs several thousand dollars for each acceptable teacher produced to teach in the Baltimore City Public Schools. There is, thus, justification for considering alternative means of adequately providing a supply of competent new teachers for entering service in the Baltimore schools. For example, the question may be raised as to whether or not the available funds could achieve the same end if used for recruiting new teachers from acceptable teacher training institutions.

In principle, the internship program has operated in keeping with current innovations in the field of teacher education. It emphasizes the work-study approach, associating theory in professional education courses with the teaching role in the classroom in such a way that they should become far more meaningful. The operation of Project Mission sees the preparation of teachers as necessarily including the practical element of active involvement in the tasks of teaching. Moreover, the idea that a close interaction of participating colleges and the school system would be a useful and effective way of preparing teachers seems to be justified. However, are there ways in which this end can be better achieved?

The primary questions raised by the findings of the previous chapter concern the quality of interns and the quality of instruction in the Project Mission courses. If the project is continued, the recruitment, selection, and retention of interns apparently

needs to be given attention. Although there is evidence that the program has supplied a great number of highly motivated and promising teachers for the Baltimore City schools, the cost of this internship program is such that an exceptional record should be sought. This implies some careful use of instruments which can provide predictive profiles of interns. Measures previously administered during the orientation period could be used during the screening process in a manner similar to that in this evaluation, thus increasing the likelihood of better tenure and survival in teaching and better evidence of superior performance in the classroom.

The organization structure, including the financial support, of the program may have some bearing upon its effectiveness. Questions which have been raised concerning the quality of professors in the program and their relationships to the cooperating institutions should be considered in any future development of this program. The system of financing the professors as individuals might not be as useful as other methods of providing the instructional services required in the program. For instance, a preferable approach for providing instruction for interns might be one in which funds were allocated to the respective colleges, not for individual professors, but for the support of a consortium of academic expertise. In any one instructional area, such as the psychological foundations course, it might be possible for interns to be exposed at various intervals to the specialities of several top-ranking faculty members of the respective institutions. Unless the faculty of the project is unquestionably superior, interns are not receiving the best available training.

In an effort to relate the course work, the theory, and the practical experience closely, the program has featured a full year of half-time experience in the

classroom for interns. One of the most outstanding differences between the Project Mission student-teaching program and regular programs is the amount of time students spend daily in actual classroom situations. During the senior year, in regular teacher education programs, the student can usually do some observing in classrooms and, on occasion, teach a lesson in conjunction with a course. However, most of the classroom contact comes during the semester when he is student teaching full-time.

Since some objections have been raised to the limitations of only half-day experience for interns, there would seem to be some value in experimenting with other ways of scheduling classroom teaching and relating it to instruction. Just what sections of which courses are best taught during contact with an actual teaching situation is a subject which seems to merit investigation. There might be ways of organizing the program so that there would be a "phasing in" to full-time instruction during the course of the year. For instance, during the beginning of the year there might be some classroom teaching, such as for one or two days a week, gradually increasing the amount of time and responsibility until full charge of a classroom is assigned.

There is some question as to whether an intern is equipped to be in charge of a class by himself (or herself) after one semester of internship which includes a half-day of course work and a half-day of supervised teaching experience. If an intern, especially on the elementary level, does not have the opportunity to teach all subjects all day over an extended period of time, he cannot be assured that he will be able to do so as a regular teacher. Also, as a number of participants in this evaluation have indicated, it may not be appropriate for cooperating teachers to be released during the internship, as in the second semester in 1968-69.

It is well known that in the United States as a whole there is a shortage of teachers. The supply is inadequate to meet the demand for replacing those leaving, for keeping up with enrollment increases, and for improving the staffing of schools. Such programs as Project Mission, established to attract dedicated and committed individuals and prepare them for successful teaching, should be supported. Apparently the major issue is one of providing adequate support from various sources to completely implement such an activity.

There are other financial implications to be considered. Some of the elements of cost necessary for providing conditions for adequate instruction go beyond the single element of the performance capabilities of the individual teacher. Classroom performance of even the best qualified teacher can be thwarted by the encumbrances of unsuitable conditions for teaching. The City of Baltimore has problems of deteriorated, inadequate physical facilities, problems of class size, and many other limitations that can be alleviated only by expenditure of additional funds. The school system must budget funds for in-service training of current teachers, as well as for programs for recruiting new teachers.

It is apparently justifiable for Baltimore to provide a superior Mission-type program which will attract and commit persons needed to staff its schools, persons who otherwise would not be prepared or available for such a commitment. However, it is the judgment of the evaluating team that an experimental teacher education program is justified only if support can be properly allocated to it from various sources, including financial support and interested participation from cooperating colleges. In order best to justify these efforts, the project should become more developmental in nature, continuously being adapted and improved through systematic "stock-taking." This demands the

flexibility in organization and structure needed for changes in process and operations, and requires built-in evaluation elements which can maintain continuous assessment as a basis for progress. If it can be shown to be improving continuously, such a program is justified.

CHAPTER VIII

EVALUATION STAFF LIST

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TEACHER INTERN QUESTIONNAIRE

Name _____ College _____

Sex: M _____; F _____; Year of birth _____; Marital status: Married ___; Single ___

This questionnaire is being given to you as part of an evaluation of Project Mission in Baltimore. The major objective is to provide bench marks for future courses of action in achieving desirable objectives for an effective student teaching program.

Your responses are considered highly important since (1) you are receiving special training for the education of the disadvantaged, (2) you will soon teach disadvantaged children, and (3) your experiences as a group can lead to better training programs in the future.

Nothing in the study is intended to evaluate particular individuals. Our interest is only in finding ways in which training programs may move forward to meet new needs and needs not now fully met. You may, therefore, be frank in your replies to the items in this questionnaire.

PART I

YOUR PLACE IN THE MISSION PROJECT

1. How did you happen to get into the Mission Project? _____

_____

_____

_____

_____

2. What do you intend to do upon completion of your year as an intern? (Check one):

_____ (a) Continue in teaching as an extern in Baltimore inner-city schools
_____ (b) Become a teacher in a different type of school in Baltimore
_____ (c) Teach in a school outside of Baltimore
_____ (d) Leave the teaching profession

3. Do you find enjoyment in working with children? (Check one):

_____ (a) Almost always
_____ (b) Most of the time, but not under all conditions
_____ (c) Sometimes
_____ (d) Not particularly

4. If you had a choice in an assignment, which type of class would you prefer as a teacher? (Check one):

_____ (a) A class made up of a cross section of pupils of variant educational potential (both environmental and genetic)

_____ (b) A class consisting primarily of disadvantaged children in need of special remedial and other educational services

_____ (c) A class consisting mostly of able children without social or intellectual handicaps

_____ (d) Other or undecided

5. With your experience to date in the Mission Project do you feel that you are receiving adequate special preparation for teaching disadvantaged pupils in inner-city schools? (Check one):

_____ (a) Yes

_____ (b) To some extent

_____ (c) No

6. Up to now what specific aspect of the program do you consider most helpful to you in your preparation for teaching? _____

_____

_____

_____

_____

_____

7. How clear to you are the purposes and goals of Project Mission? (Check one):

_____ (a) Very clear

_____ (b) Fairly clear

_____ (c) Not clear

_____ (d) Uncertain

8. How do you rate the college courses you are taking as part of this project on their usefulness to persons, such as yourself, preparing for teaching? (Check one):

_____ (a) Mostly technical, but apparently trivial

_____ (b) Mostly practical and applicable to the tasks of the teacher

_____ (c) Mostly theoretical but relevant to teaching

_____ (d) Theoretical and little relationship to teaching

PART II

YOUR OPINIONS ON PUPILS AND TEACHING

Instructions: Please be sure to put a circle around "YES" or "NO" for each question, according to which you think is the best answer. DO NOT SKIP ANY QUESTIONS. If you are not sure, answer each one the best you can.

---

1. In many respects, such as intelligence or personality, inner-city children are not very different from other children..... YES NO

2. Because of their deprivation, inner-city children, by the time they reach public school, most likely no longer have a real chance of achieving at levels equal to other children..... YES NO

3. Thinking of the way deprived children have been treated in public schools makes me angry..... YES NO

4. I see myself as something of a potential reformer of educational practices or educational philosophies..... YES NO

5. Poor or disadvantaged children really have had educational opportunities equal to those offered to other children although they may not have taken full advantage of them..... YES NO

6. The same teaching skills are probably useful in dealing with disadvantaged children as with others..... YES NO

7. Teachers in disadvantaged schools have a potentially more satisfying job than do other teachers..... YES NO

8. I think that children from poor or deprived homes, in order to help them learn more effectively, need a more structured school environment (rather than a more permissive one) than do middle-class children..... YES NO

9. Teaching the deprived children basic skills is more important than teaching them to be "well-rounded" persons..... YES NO

10. I think my attitude towards a child, in terms of expectations as to how well he will do in school, would be strongly modified by knowing his score on a standard intelligence test..... YES NO

11. There are enough problems in our society without getting involved in discussions about prejudice with children..... YES NO

12. The particular teaching strategies and methods for reaching the disadvantaged are not strikingly different from those normally used -- only their application differs..... YES NO

13. I feel personally that as a teacher I belong more in an inner-city neighborhood than elsewhere..... YES NO

14. Teachers as a whole probably tend to be somewhat prejudiced against children from disadvantaged homes, even though they may not be aware of their prejudices..... YES NO

15. The identification and diagnosis of the "educationally retarded" and the "disadvantaged" are hampered by lack of clear-cut definitions of these terms..... YES NO

16. Disadvantaged children need help in school to learn to fight their way into middle-class value systems, and teachers should join in that fight on their side..... YES NO

17. Lack of success in school for certain groups of children results both from factors residing in the backgrounds of children and from factors residing in the school program..... YES NO

18. A teacher's expectations of success for a child have little or no effect on the child's ability to learn, as long as the teacher works at her job effectively..... YES NO

19. The research base for formulating specific objectives which are appropriate to the developing capacities of children from various environmental backgrounds is still in the making..... YES NO

20. If I had the choice between teaching in an inner-city school or a school in a middle- or upper-class suburban neighborhood, I would choose the inner-city school..... YES NO

21. Labeling of pupils by social class is likely to lead to practices which disregard individual needs in learning and teaching..... YES NO

22. The results of intelligence tests should be viewed with skepticism in dealing with culturally disadvantaged children..... YES NO

23. Improvement in teacher training is the key to improved educational practices..... YES NO

24. Potential ability for learning is determined as much by environment as it is by inheritance..... YES NO

25. Among disadvantaged children, there are about as many <u>not</u> <u>educationally</u> <u>retarded</u> as there are educationally retarded..... YES NO

26. A good school curriculum must help all pupils -- not only the disadvantaged -- to learn to live effectively in a complex, changing society..... YES NO

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Educational Research Services, Inc.
7 Holland Avenue, White Plains, New York

COOPERATING TEACHER QUESTIONNAIRE

Baltimore City Public Schools, Project Mission

Name _____ _____ Grade/Subject _____

School _____

This questionnaire is being given to you as part of an evaluation of Project Mission in Baltimore. The major objective of this questionnaire is to aid in the development of a more effective student teaching program.

Your responses are highly important since (1) you are teaching disadvantaged children in the Baltimore City Public Schools, (2) you are involved in the training of Project Mission interns for inner-city teaching, and (3) your experience as a group can lead to better training programs in the future.

Nothing in the study is intended to evaluate particular individuals. Our interest is only in finding ways in which student teaching programs may better meet new educational needs and needs not now fully met. You may, therefore, be frank in your replies to the items in the questionnaire. Please answer all items.

1. Check which degrees you now hold. Bachelor's ____; Master's ____; Doctorate ____
   How many, if any, credits do you have beyond your most advanced degree? _____
2. Total number of years experience teaching. _____
3. Total number of years you have taught in the inner-city. _____
4. Number of years you have taught in the Baltimore City Public Schools. _____
5. How did you become a cooperating teacher with Project Mission? _____
   _____
   _____
   _____
6. Please list and describe briefly your contributions to the Project Mission training program.
   _____
   _____
   _____
   _____
7. Have you supervised any student teachers other than the Project Mission interns? Yes ____; No ____
   If "Yes," how many such student teachers? _____

8. Have you supervised Project Mission interns before this year? Yes _____; No _____

   If "Yes," how many interns? _____

9. Does the classroom training and supervision of Project Mission interns differ from that of other student teachers? Yes _____; No _____

   If "Yes," in what ways is it different? _____

   _____

   _____

   _____

10. In your judgment, how do Project Mission interns compare as to preparation for teaching with student teachers not in Project Mission?

   _____ Much better prepared
   _____ Somewhat better prepared
   _____ About as prepared
   _____ Somewhat less prepared
   _____ Much less prepared

   Please explain your answer. _____

   _____

   _____

   _____

11. What aspects of the Project Mission program are most valuable? _____

   _____

   _____

   _____

12. Which aspects, if any, of the Project Mission program are of the least value? _____

   _____

   _____

   _____

13. Do you feel that the Project Mission internship provides the experience and training necessary to produce effective, dedicated teachers of inner-city, disadvantaged children?

   Yes _____; To some extent _____; No _____; Uncertain or undecided _____

14. How useful has your Project Mission experience been to you in terms of your own personal professional development?

   _____ Very useful
   _____ Useful
   _____ Of some value
   _____ Of little value
   _____ Of no value

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Educational Research Services, Inc.

QUESTIONNAIRE FOR PRINCIPALS

Project Mission Evaluation

School _____ Principal _____ Interviewed by _____ Date _____

1. What advantage do you see in Project Mission? _____

2. In what respects are Project Mission Interns prepared in a manner different from student teachers in regular teacher education programs? _____

3. How were the Cooperating Teachers selected? _____

4. In what respects are the Cooperating Teachers peculiarly qualified to serve in teacher training?

5. Do you have Project Mission Externs (teachers who were Mission Interns) in your school? _____
How do you rate them in comparison to other teachers? (Seek explanation for answer)

6. In what respects, if any, would you see ways to improve the Mission program of preparing teachers?

January, 1969

EDUCATIONAL RESEARCH SERVICES, Inc.
7 Holland Avenue, White Plains, New York

BALTIMORE PROJECT MISSION PROFESSOR'S QUESTIONNAIRE

Name_____ College Affiliation_____

This questionnaire is being given to you as part of an evaluation of Project Mission for the school year 1968-69. The purpose is partly that of fulfilling the requirements of Title I of the Elementary and Secondary Education Act of 1965. Independent of these requirements is the objective of providing benchmarks for future courses of action in developing programs of teacher education for the Baltimore City Public Schools.

This is being given to you in advance of a personal interview by a member of the staff engaged in this evaluation. Nothing in the study is intended to evaluate particular individuals. Our interest is only in finding ways in which school programs may move forward to meet new needs and needs not now fully met. You may, therefore, be frank in your replies to the items in this questionnaire.

1. For which Project Mission courses have you been responsible as an instructor this year? (List)

2. Do you have specific Project Mission responsibilities other than as an instructor? If so, please list. If none write "none". _____

3. Please indicate below academic degrees you now hold and field (or fields) of concentration.

Institution	Degree	Year	Major	Minor

4. Have you had academic preparation beyond the highest degree listed in item 3 above? (Check one): ___yes; ___no

   a. If yes, how many credit hours? _____
   b. If yes, what field (or fields) of concentration? _____
   c. If yes, what advanced degree, if any, are your pursuing? _____

5. In general, to what degree has your experience and background equipped you specifically for your Project Mission assignment? (Please check the one item which best describes how well you feel you were prepared for the task.)

____ Extremely well
____ More than adequately
____ Adequately
____ Less than adequately
____ Poorly

6. What, in your judgment, can you identify specifically in your background as most helpful to you in preparation for your responsibilities in a program for training inner-city teachers? (Please list) _____

7. Please list what you consider to be the best features of Project Mission. _____

8. What do you consider to be important lacks or shortcomings of the Project, if any? _____

COURSE INFORMATION

By the time of our staff interview with you, please have information available, in a form most convenient for you, on each course you are teaching. The following items and any additional information is being sought to get as comprehensive an overview as possible of each course.

a. Course title
b. Number of credit hours
c. Hours per week course meets
d. Objectives of course
e. Outline of topics, areas, etc. to be covered during each semester
f. Textbooks, reference reading, special instructional materials and resources
g. General instructional methods and procedures
h. Manner in which course is different from a course of similar title as commonly offered in regular teacher education programs as to:
    1. Theoretical orientation
    2. Content
    3. Instructional method
    4. Resource materials